

A Study on Influencing Factors and Collaborative Education Mechanism for Female College Students' Employment and Entrepreneurship Under the Great Ideological and Political Curriculum Perspective

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Abstract

By 2025, the number of university graduates is projected to surge to 12.22 million, with women accounting for over half of this figure, positioning them as the main force within the 'highly educated talent pool.' While the number of university students is rapidly increasing, the demand for labour in the job market continues to decline, making employment increasingly challenging for female university graduates. From the perspective of the Great Ideological and Political Curriculum, there are many factors that affect female college students' employment and entrepreneurship. It is important to thoroughly analyse the causes of these factors and explore practical and feasible mechanisms for the coordinated education of female college students in entrepreneurship and employment. Based on this, this article analyses and summarises the three major difficulties faced by female college students in employment and entrepreneurship, and proposes three policy recommendations for the construction of a coordinated education mechanism for female college students in employment and entrepreneurship, with the aim of alleviating the employment and entrepreneurship situation of college students. The three major difficulties mainly include: the decoupling of ideological and political education has become the main problem of the superficiality of the current Great Ideological and Political Curriculum; insufficient innovation and entrepreneurship abilities are a difficulty for the comprehensive development of female college students; and gender discrimination is a common phenomenon in the process of female college students' employment and entrepreneurship. The three recommendations include: constructing a coordinated development system for the Great

Ideological and Political Curriculum to integrate ideological and political education with entrepreneurship and employment education to enhance effectiveness; creating a mechanism for linking innovation and entrepreneurship education with regional industries to strengthen the connection between home, school, government, and enterprise; and exploring a multi-dimensional empowerment mechanism for female employment and entrepreneurship that breaks down barriers and creates a favourable environment for employment and entrepreneurship.

Keywords: Great Ideological and Political Curriculum; Female College Students; Employment and Entrepreneurship; Collaborative Education Mechanism

1. Introduction

Since China's higher education system officially entered the phase of universalisation, its structural framework has continued to improve. However, contradictions in the job market have become increasingly prominent, and the employment challenges faced by female university graduates have grown more severe. A survey shows that during the job search process, 70% of female university students are confident that they will find a job, while the proportion of male university students is 78%. In the process of socio-economic transformation and upgrading, women are both contributors to economic development and guardians of social stability. President Xi Jinping stated at the Global Women's Summit that 'without the liberation and progress of women, there can be no liberation and progress for humanity.' The report of the 20th National Congress of the Communist Party of China emphasised the need to 'improve the institutional framework supporting entrepreneurship-driven employment and to support and regulate the development of new employment forms.' Promoting women's employment and entrepreneurship is an important manifestation of China's high-quality economic development. Building a collaborative mechanism for female college students' employment and entrepreneurship is related to social progress and stability and helps alleviate the employment and entrepreneurship situation. *The 14th Five-Year Plan* proposes to 'improve the mechanism for collaboration between schools, families and society in education,' which is a concentrated expression of General Secretary Xi Jinping's series of important statements such as 'Families, schools, governments, and society all have a responsibility to provide good education.' It is also an accurate assessment of the development trend of China's education reform and a scientific understanding of the laws of talent cultivation and growth. This article focuses on analysing the problems in the education of female college students' employment and entrepreneurship under the Great Ideological and Political Curriculum, exploring the impact of various factors on female college students' employment and entrepreneurship, and finally combining the problems and influencing factors to construct a collaborative education mechanism for female college students' employment and entrepreneurship under the Great Ideological and Political Curriculum, and exploring ways to break the deadlock of female college students' employment and entrepreneurship under the Great Ideological and Political Curriculum. Under the Great Ideological and Political Curriculum, the team hopes to comprehensively integrate ideological and political education into the employment and entrepreneurship education system for female college students, breaking through the limitations of traditional employment and entrepreneurship education that focuses solely on skills training,

and empowering female college students in multiple dimensions such as value shaping, concept guidance, and responsibility cultivation. By exploring the rich connotations of ideological and political education, such as patriotism, fighting spirit, and social responsibility, female college students are guided to establish a correct view of employment and entrepreneurship, closely integrating their personal career development with social needs. At the same time, it innovates the collaborative education model, strengthens in-depth cooperation and resource sharing between schools, families and society, and forms a comprehensive, multi-level, and whole-process education network to jointly provide support and guarantees for female college students' employment and entrepreneurship. This innovative practice aims to explore a new path of employment and entrepreneurship education that meets the needs of the times and the characteristics of female college students, effectively enhances the competitiveness of female college students in employment and entrepreneurship, and realises the organic unity of their personal value and social value.

2. Problems with Employment and Entrepreneurship Education for Female College Students in the Context of the Great Ideological and Political Curriculum

2.1. The Decoupling of Ideological and Political Education is the Main Problem Causing the Superficiality of the Great Ideological and Political Curriculum

First, ideological and political education has not been deeply integrated into employment and entrepreneurship education practices in shaping the career values of female college students. There is a superficial phenomenon, manifested in the fact that the existing educational content is often out of touch with the reality and development demands of female college students. Ideological and political education has failed to deeply 'embed' itself in the specific context of their career development, resulting in theoretical preaching and value guidance (such as dedication and responsibility) failing to effectively translate into practical wisdom to guide them in dealing with gender bias in the workplace, balancing family and career conflicts, and identifying entrepreneurial risks and opportunities. Value-driven leadership remains suspended above the challenges of reality (Dongli 2005)

Secondly, the current process of linking ideological and political education with employment and entrepreneurship education lacks a targeted gender perspective and awareness of empowerment. The Marxist view of women, the basic national policy of gender equality, and the strategic requirements for the development of women in the new era have not been organically and deeply integrated into all aspects of career guidance and entrepreneurship incubation..Under the same conditions, the signing rate for male students is significantly higher than that for female students by 8 percentage points. In some joint-venture enterprises, the protection of women's labour rights is relatively low, and many women are forced to accept the company's stringent condition of 'no childbirth within five years' when signing labour contracts due to the employment situation. 'Participating in social labour is an important prerequisite for women's liberation.' However, the current combination of ideological and political education and innovation and entrepreneurship education in universities is relatively rigid, with course designs

tending to be ‘broad and shallow.’ They fail to provide targeted protection and continuous support for the long-term process of achieving gender equality, addressing the issues of unequal pay for equal work and workplace male privilege that still exist today, thereby prolonging the process of achieving equality. This also proves that the current ideological and political education. Education has failed to adequately respond to the unique structural barriers that female college students may face (such as occupational gender segregation, promotion bottlenecks, and social role expectation pressures), making it difficult to provide ideological and political support and internal motivation to break through these difficulties.

Finally, there is a lack of coordination and platforms in the practical aspects of employment and entrepreneurship education. Ideological and political education has failed to effectively ‘embed’ itself in key vehicles such as school-enterprise cooperation, internships, and entrepreneurship support, resulting in weak links between value shaping, capacity building, and market demand (Yawei 2005). It is difficult for female college students to truly experience and appreciate the spirit of struggle, innovative consciousness, and professional ethics advocated by ideological and political education in real career scenarios and entrepreneurial practices, hindering the overall path of transforming knowledge into action.

2.2. Insufficient Innovation and Entrepreneurship Capabilities are an Internal Obstacle to the Comprehensive Development of Female College Students

Entrepreneurship is a high-risk, high-uncertainty social activity. Successful entrepreneurship requires entrepreneurs to possess comprehensive abilities such as opportunity identification, interpersonal skills, and collaborative management (Wang, Guo et al. 2022). Innovation and entrepreneurship capabilities are not only required for university students to engage in entrepreneurship but are also essential for adapting to and excelling in employment positions. According to the research team's survey, only about 4.6% of female college students plan to start a business after graduation. Among this group, 56.1% of respondents believe that their entrepreneurial abilities are not high. For all female college students who participated in the survey, 60.9% of respondents also believe that their entrepreneurial abilities are lacking, and 73.2% of respondents expressed a need for entrepreneurial knowledge training. In the current era of rapid digital economic development, numerous entrepreneurial opportunities have emerged during the process of socio-economic transformation. The lack of entrepreneurial knowledge and skills not only hinders female college students from identifying opportunities to start businesses but also obstructs their ability to manage start-ups effectively, ultimately leading to entrepreneurial failure. When core competencies such as innovation and entrepreneurship are not fully cultivated and unleashed under the guidance of the Great Ideological and Political Curriculum, female college students encounter substantial limitations in the height, breadth, and sustainability of their career choices and career development, which becomes an important internal obstacle to their pursuit of comprehensive individual development, thereby affecting the process of their comprehensive development (Huang, Bai et al. 2023).

2.3. Gender Discrimination is a Common Phenomenon in the Process of Employment and Entrepreneurship

The *China Women's Development Outline (2021-2030)* shows that as of 2021, women accounted for 53.95% of the undergraduate population and 51.5% of the graduate population. The 2025 Survey Report on the Current Status of Chinese Women in the Workplace shows that the average monthly salary of women is 13% lower than that of men. At the same time, the team also found that gender discrimination is widespread in team management, entrepreneurial financing, business negotiations, and other areas, limiting female college students' participation in economic activities. The core problem is primarily reflected in the disconnect between educational content and reality and the lack of gender awareness. Current career guidance and ideological and political courses fail to deeply integrate targeted content on eliminating gender discrimination and legal rights protection knowledge (such as relevant provisions of the *Law on the Protection of Women's Rights and Interests* and the *Employment Promotion Law*), resulting in students lacking the discernment and coping strategies to deal with phenomena such as 'men only' recruitment or unfair pay (Huang, Li et al. 2022).

Secondly, gender perspectives are generally lacking in entrepreneurship education. Course design and case studies often overlook issues such as the limited social networks, narrow financing channels, and social expectations faced by female entrepreneurs, failing to effectively impart the entrepreneurial knowledge and resource integration skills needed to break through gender barriers. More profoundly, some educational components still harbour the entrenched influence of traditional gender role stereotypes. If value guidance for university students fails to thoroughly deconstruct stereotypes such as 'men work outside the home while women manage the household,' it will inadvertently weaken women's career aspirations and the breadth of their field choices, ultimately directly impacting their employment and entrepreneurship decisions and behaviours (Min 2010).

3. Factors Affecting Female College Students' Employment and Entrepreneurship Under the Great Ideological and Political Curriculum

After identifying the issues, we sorted out common problems and conducted targeted analyses of individual characteristics, summarising them into the following three major factors:

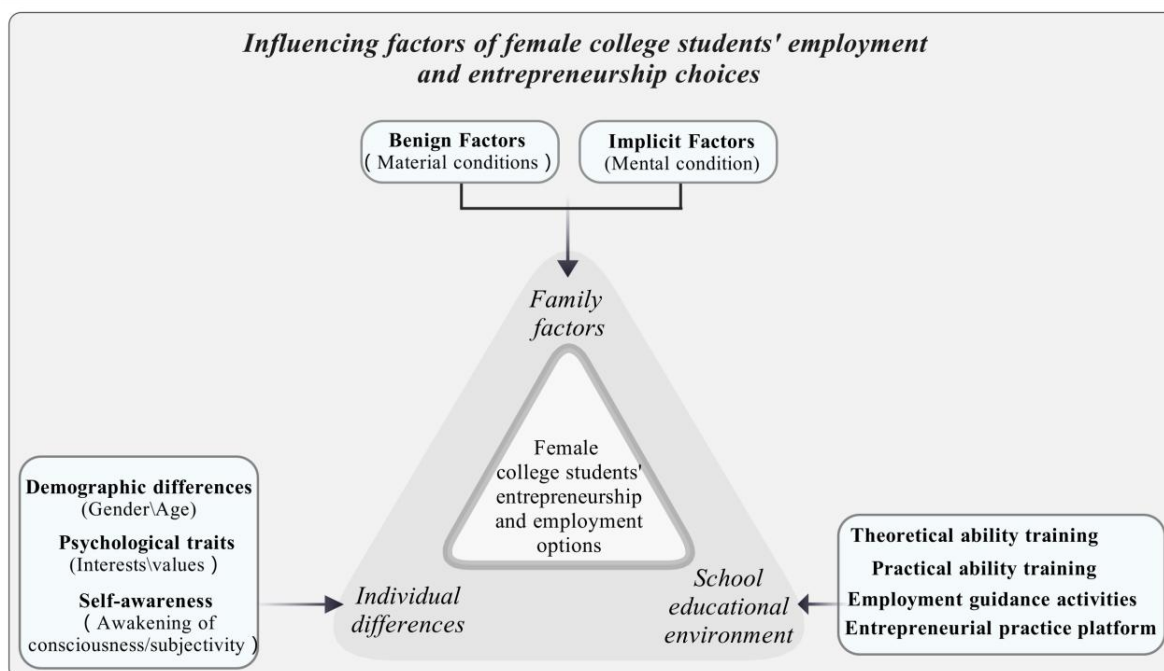


Figure 1.Diagram illustrating factors influencing female university students' employment and entrepreneurship in the context of a broad ideological and political perspective

3.1. Individual Differences Drive Employment and Entrepreneurship Choices

The employment and entrepreneurship choices of female university students exhibit a distinct sense of self-initiative and autonomy. The essence of their development lies in addressing the contradictions between individual growth needs and personal qualities, which also serves as the driving force behind their employment and entrepreneurship choices (Guan 2025). Found through a survey of universities that individual factors such as gender, age, interests, and values all influence their employment and entrepreneurship choices and behaviours. These factors do not operate independently within the system, and the contradictions between them can also have a certain impact on employment growth. Additionally, self-awareness levels and the awakening of self-consciousness also influence female university students' employment and entrepreneurship choices. Among them, some students who awaken to self-consciousness earlier tend to pay more attention to their social attributes and work preferences at an earlier stage, gradually forming correct values that provide a solid foundation for their development. Furthermore, some female university students have limited self-awareness methods, and their self-awareness processes are heavily influenced by subjective factors, which can easily mislead their career development (Guan 2025).

3.2. Family Circumstances and Educational Methods Influence Employment and Entrepreneurship Behaviour

Factors such as a family's economic status, the educational attainment of its members, and their personal qualities can all influence the development of female university students to varying degrees. Such influences can be broadly categorised into two levels: explicit and implicit. Explicit factors include material conditions related to employment and entrepreneurship, such as a family's economic status and residential address, which are more evident and quantifiable. These factors

typically influence students' thinking, career perceptions, and lifestyle choices. For example, students from more affluent families are more likely to be exposed to emerging career fields, and their foundational advantages in career development are more pronounced compared to students from economically disadvantaged families. Implicit factors include spiritual elements such as family educational methods, family members' value orientations, and cultural literacy, which influence students' career and entrepreneurship orientations. These factors are often more subtle and difficult to quantify. Parental educational methods refer to the various nurturing behaviours of parents towards their children. Democratic parenting styles can help students develop career awareness at an earlier age and stimulate their intrinsic motivation for employment and entrepreneurship (Clarke and Christopher 2015). Authoritarian parenting methods may lead to students becoming overly dependent or rebellious, which can have adverse effects on their subsequent employment and entrepreneurial behaviour.

3.3. The Educational Environment at School Influences Female University Students' Ideas and Behaviour Patterns

The educational environment of schools directly influences female university students' ideologies, behavioural patterns, and other aspects. Today, most higher education institutions have recognised the importance of aligning with the demands of the current employment and entrepreneurship market and cultivating relevant skills. While prioritising the enhancement of students' theoretical capabilities, they also emphasise the development of practical skills, thereby laying a solid foundation for career development. Additionally, universities directly influence female university students' employment and entrepreneurship behaviour through career guidance activities. By integrating career guidance into daily learning processes through forums, real-life case studies, and workplace experience days, students gain a better understanding of the workplace, clarify their career directions, enhance their professional qualities, and avoid the issue of blind career planning. Utilising regional employment networks and the employment development centres of various universities, information platforms provide students with job listings, career-related consultations, and other resources, enabling them to gain a clearer understanding of the employment landscape. Targeted entrepreneurship guidance is also provided, along with additional entrepreneurship practice platforms, to strengthen entrepreneurial competitiveness (Li 2017).

4. Building a Cooperative Education Mechanism for Female University Students' Employment and Entrepreneurship Under the Great Ideological and Political Curriculum

4.1. Building a Coordinated Development System for the Great Ideological and Political Curriculum

Building a cooperative education system for the Great Ideological and Political Curriculum requires us to deeply understand its core essence of educating all students throughout the entire process and in all aspects. From this perspective, it is particularly important and urgent to promote the construction of a cooperative education mechanism for female university students' employment and entrepreneurship. This mechanism should be guided by the concept of the Great

Ideological and Political Curriculum, integrating ideological and political courses, ideological and political education in other courses, practical education, management services and other forces to work together: on the one hand, strengthening value-driven leadership and empowerment, using ideological and political education to cultivate female university students' love for their country, professional spirit, innovative consciousness and fighting spirit, breaking down gender bias, and enhancing their internal motivation and confidence to devote themselves to national construction and self-development; on the other hand, it should establish practical platforms and support networks, linking government, universities, enterprises, social organisations, and other diverse entities to precisely align social needs with the characteristics of female university students, providing comprehensive support including career planning guidance, vocational skills training, innovation and entrepreneurship incubation, policy and legal consultations, and psychological capital development. Particular emphasis should be placed on optimising the policy environment and job opportunities related to gender equality, family-friendly policies, and rights protection. Ultimately, through the construction of a mechanism that deeply roots ideological and political education in the soul and brings together synergistic development forces, female college students will be empowered to achieve fuller and higher-quality employment and entrepreneurship, integrate their personal dreams into the great cause of national rejuvenation, and vividly demonstrate the fundamental value of the Great Ideological and Political Curriculum in serving national strategy and promoting the comprehensive development of individuals.

4.2. Creating a Mechanism for Linking Innovation and Entrepreneurship Education with Regional Industries

Innovation and entrepreneurship education is a key way for female college students to enhance their competitiveness in employment and entrepreneurship and resolve the dilemma of insufficient employment and entrepreneurship skills. Employment and entrepreneurship skills are not innate, but can be acquired through education and training. Therefore, it is necessary to improve the coordination mechanism for innovation and entrepreneurship education for female college students. First, strengthen the coordinated development of innovation and entrepreneurship education and regional industries to reduce the negative impact of institutional differences. Focus on building industrial bases, increasing R&D spending, establishing supporting tax subsidy plans, and establishing publicly funded coordination agencies for innovation and entrepreneurship education to enable active interaction between various innovation entities, such as universities (laboratories), enterprises, financial entities, and legal services. At the same time, encourage universities to establish technology transfer offices, increase the patent conversion rate of universities, realise the commercial value of research results, and increase knowledge flow and interactive learning between enterprises and universities. Second, strengthen cross-border cooperation between innovation and entrepreneurship education organisations. Establish a resource-sharing mechanism among university innovation and entrepreneurship institutions, strengthen cooperation in areas such as online and offline course resource sharing, credit recognition, faculty collaboration, and shared bases to promote regional talent mobility in innovation and entrepreneurship. Enhance interaction between university entrepreneurship colleges and government entrepreneurship bases, improve innovation and entrepreneurship talent

incentive systems and entrepreneurship failure compensation mechanisms, and form a networked symbiotic relationship driven by innovation and entrepreneurship projects to jointly conduct talent cultivation and project breakthroughs (Gao, Qiu et al. 2016). Third, based on the current state of regional economic development, mobilise family employment and entrepreneurship resources. Encourage the dissemination of employment and entrepreneurship knowledge in communities, guide parents to correctly understand employment and entrepreneurship concepts, and utilise social media and business networks to recommend job opportunities and promote entrepreneurship projects for female university students. The introduction of a linkage mechanism can effectively convert school resources into the confidence of female university students for employment and entrepreneurship, better fulfil its role in safeguarding their employment and entrepreneurship process, and enhance its ability to support students' future development.

4.3. Exploring a Multi-Dimensional Empowerment Mechanism for Women's Employment and Entrepreneurship that Breaks Down Barriers

Establishing a comprehensive system that breaks down barriers in government legislation, focuses on practical application, and promotes employment and entrepreneurship through educational guidance is the inevitable path to promoting employment and entrepreneurship among female university students.

First, at the legal level, promoting gender equality in employment and entrepreneurship is one of the key priorities of current policy initiatives. However, China's relevant laws and regulations are currently incomplete and lack operational feasibility. Improving the legal and policy framework is an important safeguard for maintaining social stability and achieving common prosperity. First, deepen the connotation of gender discrimination in employment and entrepreneurship, refine the legal standards related to gender discrimination, and warn against discriminatory behaviour based on typical cases. Make it clear that recruitment regulations such as 'men only' are subject to legal punishment, so that discriminatory behaviour in employment and entrepreneurship has laws to follow and rules to abide by. Strengthen the supervision of employers, grasp the principle of equal employment opportunities, fairly handle possible gender discrimination in the recruitment process, and protect the legitimate rights and interests of female college students and their opportunities for fair competition. Second, increase the cost of gender discrimination for employers and clarify their legal responsibilities. Establish clear and specific legal compensation provisions for gender discrimination, such as detailing the amount of punitive damages and granting women the right to claim reasonable compensation for mental distress if it is caused. Establish specific and diverse forms of liability for violations, such as requiring violating entities to actively disseminate relevant legal knowledge and provide women with job promotions and other forms of relief. Third, increase the publicity of successful stories of outstanding female entrepreneurs and job seekers through mass media. Encourage female university students to enter the labour market, strengthen their confidence in employment and entrepreneurship, create a gender-equal market environment, and eliminate societal stereotypes about women.

Second, ideological and political education should be guided beyond mere theoretical indoctrination, with practical and experiential courses introduced into daily teaching plans, deeply

integrated into career planning and career guidance, actively deconstructing gender stereotypes and occupational gender segregation, and guiding female college students to establish a diverse career outlook based on ability and ambition, thereby realising the endogenous momentum of ‘breaking down barriers of perception.’ A composite mentor team of ‘corporate mentors + female career role models’ should be established, with a focus on cultivating women's career leadership skills in emerging fields. At the same time, the mechanism must reflect a systematic approach to ‘multi-dimensional empowerment’: Value-driven leadership should empower ideals and beliefs, and strengthen their confidence in serving society and realising their potential. Universities should offer courses on ‘new era women's career views’ and collaborate with relevant units to develop ‘de-labelling’ career experience courses. Empower core competitiveness through professional skill and practical ability development, laying a solid foundation for career development; empower pioneering spirit through innovation and entrepreneurship education and incubation support, unlocking their potential to be trailblazers. Empower development platforms through university-industry-community collaboration networks and precise resource matching, expanding channels for them to showcase their talents; furthermore, empower the institutional environment through comprehensive legal and policy safeguards and the cultivation of a gender-equal culture, breaking down structural external barriers.

5. Conclusion and Discussion

Based on the Great Ideological and Political Curriculum, this study focuses on the core proposition of improving the quality of employment and entrepreneurship for women in high-tech industries. Through systematic exploration, the following core contributions have been made: For the first time, a framework integrating ‘Great Ideological and Political Curriculum + Women's Career Development’ has been constructed, deeply embedding the value-driven leadership of ideological and political education into the entire chain of employment and entrepreneurship, solving the difficult problem of ‘decoupling’ ideological and political education from professional practice in traditional research, and providing a new paradigm for women's career development. We proposed a three-level collaborative education mechanism of ‘system leadership, industry-education collaboration, and multi-dimensional empowerment.’ The system leadership layer integrates ideological and political courses with career guidance to strengthen the endogenous motivation to ‘want to find employment.’ The industry-education collaboration layer establishes a school-enterprise-government linkage mechanism to improve the quality foundation for ‘being able to find employment.’ The multi-dimensional empowerment layer integrates legal guarantees, educational intervention, and resource matching to construct a structural path for ‘finding good employment.’ Delves deeply into the factors affecting female university students' employment and entrepreneurship in the current context, and systematically constructs a cooperative education mechanism of ‘value-driven leadership and educational empowerment’ based on these factors. Addressing the challenge of shaping the mindset of female university students who ‘want to work,’ the study aims to break free from traditional gender role stereotypes; focusing on the need to cultivate the qualities required for ‘being able to work,’ it innovates a system for developing professional competitiveness; and targeting the demand for ‘quality employment,’ it constructs

pathways to overcome structural employment barriers. Relying on the female employment dynamic database in Zhejiang Province and other places to carry out empirical research, we will ultimately form an entrepreneurship and employment collaborative education mechanism with ‘system leadership - industry-education collaboration - multi-dimensional empowerment’ as the main path. The system can better innovate the theoretical model of women's career development under the Great Ideological and Political Curriculum. Through the construction of a government-school-enterprise collaborative education mechanism and an employment quality monitoring index system, it provides practical solutions and decision-making references for optimising the allocation of female talent resources and promoting social equity and development. The mechanism is currently in the pilot phase, with trials underway in some universities and regions. Activities related to employment and entrepreneurship education for female university students are being conducted with this mechanism as the core, and some effectiveness have been achieved. While the mechanism can address issues at the macro level for a specific region or area, it still requires targeted analysis of individual problems when addressing extreme personal issues. Integrating the mechanism into the construction of personalised employment and entrepreneurship promotion plans, combining ‘desire to work,’ ‘ability to work,’ and ‘quality of employment,’ can better promote the vigorous development of employment and entrepreneurship initiatives.

Author Contributions:

Conceptualization, Yueyang Jiang; methodology, Yueyang Jiang; software, Yueyang Jiang; validation, Jianing Liang; formal analysis, Jianing Liang; investigation, Yueyang Jiang; resources, Wenjie Cai; data curation, Yangyang Zhang.; writing—original draft preparation, Jianing Liang; writing—review and editing, Wenjie Cai; visualization, Xiaozhong Chen; supervision, Wenjie Cai; project administration, Yueyang Jiang; funding acquisition, Xiaozhong Chen. All authors have read and agreed to the published version of the manuscript.

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Conflict of Interest:

The authors declare no conflict of interest.

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